

School of Marketing & International Business

MARK 101 Principles of Marketing

Trimester One 2007

COURSE OUTLINE

Contact Details

Lecturer: Dr. Michel Rod
 (Weeks 1-7) Room 1126 Rutherford House
 Phone 463-5152, ext. 5152

Lecturer: Sarena Saunders
 (Weeks 8-12) Room 1102 Rutherford House
 Phone 463-6933, ext. 6933

Course Administrator: Helen Hynes
 Room 129 Easterfield Bldg
 Phone 463-6675, ext. 6675

Students specifically wanting to see the lecturers will need to do so by appointment or during office hours. Michel's office hours are Monday and Fri. 1-2 pm in Easterfield Room 129 and in RH 1126 Wed. 9-11 am. Sarena will advise her hours in Week 8.

The Course Administrator will be available for consultation by students at the times indicated on the notice board, on the website, and on the timetable posted by her desk. All routine enquiries should in the first instance be directed to her either personally, or via telephone.

Class Times and Room Numbers

Students attend lectures in one of two lecture streams:

	Day	Time	Room	STREAM
(A)	Monday, Friday	12.00-12:50	Maclaurin MC LT103	'A' - 10047
(B)	Monday, Friday	5.10-6:00	Maclaurin MC LT103	'B' - 8507

Please ensure that you attend your allocated stream. If this results in timetable clashes or incompatibility with other commitments, then see the course administrator who will assign you to another stream provided you have some evidence in support of your reason for seeking a change.

There will be a final examination scheduled during the June 4-July 1 2007 mid year examination period.

Course Objectives

The main objective of MARK 101 is to provide students with an introduction to marketing principles, theory and practice and the key role it occupies within the economy, organisations and society. Particular emphasis will be placed on the analysis of marketing problems faced by all organisations in New Zealand (Commercial, Government, profit and not-for-profit).

Specific objectives

After completing MARK 101, students will have the knowledge and ability to:

- be familiar with commonly used marketing concepts and terminology;
- understand the main marketing tools of products and services, pricing, distribution and communications;
- be aware of social responsibility and ethics, as they pertain to marketing;
- place marketing in New Zealand into a Pacific Basin and global perspective;
- analyse marketing problems associated with the processes involved in making marketing decisions and present coherent solutions to such problems and
- understand and explain processes involved in the preparation of marketing strategies and plans.

Expected Workload

MARK 101 should generally involve up to 8-10 hrs per week of work which includes attending lectures, tutorials, and reading the text/going over lecture material in Blackboard.

Readings

The prescribed text for the course, which you are expected to purchase, is:

Marketing: Creating and Delivering Value, 4th Australasian Edition, Quester et al, McGraw Hill 2004. This text is available from the Victoria Book Centre.

Each textbook includes directions on how to access the McGraw-Hill website. The address for this site is on the outside back cover of the textbook. There might be some opportunity to purchase second hand copies. Although most textbooks that cover marketing principles will be somewhat similar, my recommendation is to acquire the prescribed Quester text since all multi-choice questions will come straight out of Quester and different texts may have subtle differences that could lead to confusion in a multi-choice examination.

Course Content
COURSE OUTLINE and TIMETABLE

	Material Covered	Quarter	Assignments
26 Feb	Course Introduction		
2 Mar	a) Marketing's Role in the Global Economy	1	
	b) The Marketing Management Process	2	
5 Mar	Evaluating Opportunities	3	
9 Mar	Info for Marketing Decisions	4	
12 Mar	Market Segmentation – understanding markets	5	Tutorial 1(A)
16 Mar	Market Segmentation continued		
19 Mar	Consumer Behaviour – Demographic Influences	6	Tutorial 1(B)
23 Mar	Psychological, Social, Situational Influences		
26 Mar	a) Business-to-Business Marketing – Org. Buyers	7	Tutorial 2(A)
	b) Product Planning for Goods & Services	8	
30 Mar	New product Development	9	
2 Apr	Midterm test – in class		Tutorial 2(B)
6 Apr	no class – mid-semester break commences April 6		
Mid-term break – No lectures during Weeks commencing 9th April and 16th of April			
23 Apr	Place, Distribution Channels	10	Tutorial 3(A) Assignment due
27 Apr	Customer Service, Logistics & Distribution	11	
30 April	Pricing Objectives and Policies	12	Tutorial 3(B)
4 May	Pricing in the Business World	13	
7 May	Communication & Promotional Management	14	Tutorial 4(A)
11 May	The Promotional Mix	15	
14 May	Personal Selling and Customer Service	16	Tutorial 4(B)
18 May	Guest Speaker		
21 May	Marketing Planning & Forecasting	17	Tutorial 5(A)
25 May	Marketing Plans	17	
28 May	Review for Examination		Tutorial 5(B)
1 June	Review continued		

Period 4th June – 1st July

FINAL EXAMINATION

Assessment Requirements

Midterm Test

The test will be held on **Monday April 2nd during class**. The format is multi-choice, it is a closed book test, and the time allowed for completion will be 45 minutes.

The content of the test will be all the material covered in lectures up to and including March 30th, and all the Quester chapters specified in the lecture outline to that date (i.e chapters. 1-9).

Assignment

There will be one major assignment during the course. This assignment is designed to test your knowledge of the principles, theories and concepts of marketing and their application in practice. Be creative and original in this assignment. This is a marketing course and the subjects that we are dealing with are dynamic and unpredictable. This assignment is to be completed in groups of 4-5 people. These groups will be determined in tutorial as your tutorial group of approx. 15 people will be broken down into smaller groups of between 4-5 people.

Assignment Details. It is worth 25% of your final grade. There is a word limit of 3000 +/- 10%, not including appendices. Should you exceed 3300 words, you will be penalised marks. It is strongly recommended that reports be typed and double-spaced, on one side of the page. Please number the pages in the top right-hand corner. Do not put your report into a plastic folder. It should be stapled but not folded and must have a front cover sheet showing:

Group Names Group student ID numbers Word count (to nearest 100)

MARK 101 Assignment Due Date: Mon April 23rd in class

For this assignment, you will have seen the '42 Below' and 'South Pacific Pictures' videos in class. Those in Stream 'A' (crn 10047) are assigned '42 Below' whereas those in Stream 'B' (crn 8507) are assigned 'South Pacific Pictures'. Based on the information provided in the video as well as that which you may choose to collect yourselves, you are expected to develop a report that covers the background and current situation for the company that you are studying. This is with a view to identifying either a marketing problem or a marketing opportunity that that you feel should be addressed. This problem or opportunity will be identified through the presentation of a situation analysis which involves an analysis of the current market environment (both direct and external – which means company analysis, competitor analysis, and external market environment analysis). You may also choose to conduct some market research in order to better enable you to identify an appropriate problem or opportunity. Part of your report may also include a segmentation analysis and an analysis of buyer behaviour. Don't just include topics that you see on pages 50-51 of your textbook unless they add to your analysis and identification of a problem or opportunity which you feel the company should address. As we won't have covered material related to the marketing mix (4Ps) in any great detail, you won't be expected to provide a detailed strategy for addressing this problem or exploiting this opportunity. This assignment is essentially designed to have you do the first half of a marketing plan, i.e., the environmental analysis that would precede a detailed description of specific marketing strategy recommendations. Michel will go over the structure of the report in class.

Penalties

Assignments submitted late will lose marks at the rate of 10% per day after 5pm, unless written permission to submit late has been obtained in advance. Special consideration in cases of personal bereavement, serious illness or injury may be given provided evidence is submitted in writing, with appropriate supporting documentation, to Helen.

Provided you pass the mandatory course requirements, your final grade will be determined 60% on internal assessment and 40% on the final examination. The items of formal assessment are listed below, with their weightings and dates. Assignments not submitted by the due date will lose marks at the rate of 10% per day unless written permission for an extension has been obtained **in advance** from either Michel or Sarena. Requests for extensions should be made to the course administrator who will refer them to Michel or Sarena for approval. A missed test will also be entered as a zero unless the Lecturer has granted either written permission **in advance**, or there are clear medical reasons for non-attendance, supported by a written medical certificate from a doctor.

	Proportion of final grade for course	Relevant date/time
Mid-term test	25%	Monday April 2 nd in class
Assignment	25%	Monday April 23 rd in class
Tutorial Participation	10%	
Final examination	40%	in period 4 th June – 1 st July

As the trimester proceeds all relevant assessment grades will be posted on the MARK 101 Blackboard site alongside your ID number so that you can keep track of your progress.

Mandatory Course Requirements

In order to pass MARK 101 you must:

- Submit the major assignment
- Sit the midterm test
- Attend 4 out of the 5 tutorials. Attendance will be taken.

Failure to complete the above means that you will fail the course, whether or not you choose to sit the final examination.

In addition, in order to pass MARK 101, in addition to achieving a final mark of at least 50% in the course, you must also achieve at least 40% in the final examination.

Communication of Additional Information

As MARK 101 is a large class, in multiple lecture streams, it is difficult for staff to disseminate information to students by conventional means. All important information regarding the course will be posted in Blackboard on the MARK 101 website. **It is important that you check the website regularly. MARK 101 staff will take no responsibility for students claiming ignorance of important information posted at these locations.**

An important aspect of learning for MARK 101 is the use of network and web based resources. These include:

- A site dedicated to supporting your use of the textbook:
www.mhhe.com/au/quester4e
- A MARK 101 web site for topic discussions, course information and announcements, and downloadable materials such as copies of this handbook, PowerPoint slides, etc. The address for the site is <http://blackboard.vuw.ac.nz>

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office is available for the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- Forms for FCA Student and Academic Services (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar or go to www.vuw.ac.nz/policy.

For information on the following topics, go to the Faculty's website www.vuw.ac.nz/fca under Important Information for Students:

- Academic Grievances
- Academic Integrity and Plagiarism
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.

Tutorials

Tutorials are designed to complement the lectures, and they provide an opportunity for you to raise questions and have some input into the material covered during lecture. They will be quite practical and applied in orientation. While MARK 101 is a large course, the tutorials are an attempt to provide some forum for discussing problems and working through exercises in a manner that is responsive to student needs. Tutorials will run on Mondays, and Fridays with Stream A commencing in week 3 and Stream B commencing in Week 4. You will attend a tutorial every second week for a total of 5 tutorials over the semester.

Most tutorial exercises and case materials will either be specified in this Handbook or will appear in Blackboard. The exercises and cases have been designed to give an initial structure to the tutorial sessions and to provide focus. They also provide some scope for discussion and questions, and an opportunity to deal with FAQ's (Frequently Asked Questions).

You are expected to prepare for tutorials by keeping up with the prescribed reading, by attempting the exercises in advance of the session, and by discussing work with others in the class. You must attempt all questions posed at the end of the cases for each tutorial.

Tutorial Material

Tutorial 1: Greenpeace - What is Marketing?

In class, you will have seen the Greenpeace Australia video. This is a video case illustrating how Greenpeace Australia exemplifies the values of marketing ethics and corporate social responsibility. It is a really nice example of how marketing isn't necessarily about physical products, but also services and even ideas or ideologies. Having seen this video, I want you to think about the following issue(s): Greenpeace is marketing something. What is it? Or said a little differently, what do customers purchase from Greenpeace? In addition, address the following three questions/issues: 1. Outline how Greenpeace builds relationships, 2) Describe how Greenpeace creates customer value, and 3) Should Greenpeace accept money from ethically sound corporations? Discuss the pros and cons.

Tutorial 2 Buyer Behaviour

Describe the details of a recent fairly high involvement purchase that you made (i.e., the process you went through in making your decision) as well as the various influences on this decision.

Tutorial 3 Product Planning

Choose an example of a consumer service and a consumer good. Explain how differences between goods and services are responsible for differences in their promotion, distribution and pricing. Be specific.

Tutorial 4 Pricing and Break-even Analysis

Prepare your answers for Questions 1 and 10 on pg. 443 of the textbook

Tutorial 5 The Future of Marketing

Read the brief article below and discuss the most important trend you see in the New Zealand marketing environment and why you feel it is so important.

Trends and future directions in New Zealand marketing practice

Having illustrated how some of the basic concepts and principles of marketing apply within the New Zealand environment, I will now turn my attention to what the future holds for the practice of marketing in the land of the long white cloud. This won't necessarily be an exercise in crystal ball gazing and I am not interested in making any grandiose predictions about the New Zealand marketing landscape. Instead, this final chapter will encompass my effort to essentially practise one of the key concepts that I teach in my marketing principles courses. That is, I will conduct something somewhat analogous to an environmental scan—an analysis of some of the trends that have been, or are being, discussed in recent and current academic marketing literature. This illustration will emphasise a number of issues that have already begun to, or potentially will, influence how marketing can and should be practised in the twenty-first century. In particular, I will highlight where these trends have led to strong recommendations for marketing practitioners and to what extent these assertions might apply to the future of the marketing discipline in New Zealand. It is beyond the scope of this chapter to illustrate a comprehensive review of the 'future of marketing' literature, but I will make reference to several key works where I believe that there may be significant implications for the New Zealand marketing environment.

General trends

So, to begin this concluding chapter we will discuss the trends that most academics and practitioners would agree are having a pronounced influence on marketing in a general sense. Probably the most notable and significant of these is the impact of technology and, more specifically, the impact of the internet and information and communications technologies (ICT) on marketing. Both the academic and trade press make frequent reference to the fact that we are living in the age of e-commerce and e-business but because of the relative newness of these concepts, there are disagreements as to how they are defined. Differences aside, all would probably agree that the basic components of e-commerce and/or e-business are the exchange of information, products and services via computer networks—largely through intranets and the internet (Daniel & Wilson 2004). Many argue that the advent of the internet is *the* technological revolution that will permanently alter the manner in which firms conduct business. However, there are those that acknowledge its significance but argue that the opportunities that it offers are much more evolutionary and require a great deal of organisational adaptation—both structurally and with respect to organisational mindsets (Molenaar 2002). The bottom line is that new technologies will definitely influence the way in which products and services will be marketed worldwide, so new marketing models that allow marketers to better interpret what is happening in the global marketplace will need to be developed (Trim 2004).

Sheth (2002) argues that much like during the halcyon days of the total quality management (TQM) movement, the marketing function is being marginalised. This results in increasing importance being given to Chief Information Officers and the prediction that the marketing function will, as a result, become more tactical in orientation with an emphasis on loyalty programmes, affinity marketing and advertisement campaign management. Marketing's relative inertia in responding to or adapting to these global changes has meant that many

functions that have traditionally fallen within the marketing domain are increasingly becoming the responsibility of other disciplines (Sheth & Sisodia 1999).

Layton states 'Marketing as a discipline [is] in crisis... the marketing function in business enterprise... appear[s] to have had little input [in]to many of the new ideas concerning management in areas such as information technology, supply chain management and the search for strategy' (1998, p. 31).

Somewhat more pessimistically and, in their own words, colloquially, Holbrook and Hulbert argue: *what telephones did to the telegraph, what ball-points did to the fountain-pen, what CD players did to the 33rpm turntable, what laptops did to the typewriter, the new information technologies will do to marketing...in the coming age of information-enriched mass customisation, it follows that marketing—or at least, the marketing function as we know it—will inevitably vanish from the face of the earth.* (2002, p. 722)

Another recent trend seen in the literature is the questioning of firms adopting an absolute shift to a relationship marketing orientation. Many firms are beginning to question the predominance of a movement away from a transactional perspective to a more relational perspective because relationship marketing does not always prove to be profitable. Sheth (2002) notes that businesses should begin to segment markets into relational and transactional markets. This would have definite implications for conducting marketing. In fact, a number of New Zealand marketing researchers are at the forefront of championing this contingency approach to performing relationship marketing (Coviello & Brodie 2001; Coviello et al. 2002). Hogan, Lemon and Rust (2002) state that marketers are struggling to develop and implement marketing strategies that result in sustainable competitive advantages because of three key changes in the marketplace. First, globalisation and deregulation, resulting in increased competition, are forcing managers to make investment decisions that seek to maximise returns as they come under increased pressure to be more accountable to shareholders. Schultz and Gronstedt (1997) have even suggested that because marketing is under such continual pressure to justify budget increases and guarantee economic benefits to the organisation that the failure to do so has led to 'marketing being perceived as a "suspect" activity'. Second, the increased emphasis on the utilisation of information technology to obtain detailed information on customer attitudes, preferences and shopping behaviour, and the use of customer relationship management (CRM) technologies is resulting in overwhelming amounts of data and this is compromising the ability of managers to synthesise this information and make decisions regarding effective marketing strategy.

Laing et al. (2002) reiterate that these global drivers (technology, deregulation, globalisation) are having a pronounced effect on services marketing in that the personal mediation of relationships in the service encounter is being replaced with technological inter-mediation. This increasing emphasis on the role of technology in the service encounter has the capacity to reduce the variability in the service offering. The development of the consistent quality and 'commodification' of services, and the emphasis on quality specifications and branding raises questions about the importance of relationships in service encounters. In posing the question 'Is the internet dumbing down marketing?', O'Callaghan and Fahy (2002) explored the proposition that the internet, in reducing the level of interpersonal communication between marketers and customers, would essentially 'dumb down' the marketing function. Their findings show that the internet is not, in fact, dumbing down marketing; rather, it represents an additional tool available to marketers to complement their existing promotions, distribution and logistics channels.

Conclusion: trends and future directions in New Zealand marketing practice

A fundamental concept that all marketing principles texts address is the notion that firms adopt a ‘market orientation’, and that they become ‘market oriented’. Does the future of marketing still necessitate that firms continue to subscribe to the marketing concept and be market-oriented? Marketing guru Stanley Slater (2001) notes that in the new millennium, in order to sustain a competitive advantage, successful firms will evolve from a first-generation market orientation with a focus on determining and understanding the expressed wants and needs of customers and satisfying those wants/needs through the development of new products and services, to a second-generation market orientation, whereby successful firms commit to completely understanding both the expressed and unexpressed or anticipated needs of their customers as well as the capabilities and actions of their competitors. Successful firms will also have to be able to address the needs of unserved markets. This is achieved through the proactive acquisition and evaluation of market information in an effort to uncover customers’ unarticulated needs in order to drive organisational learning. This proactive desire to learn about these needs and modify offerings based on this learning is what Slater sees as optimizing competitive advantage for second-generation market-oriented firms.

Trends: the New Zealand context

If we look to the New Zealand context, these global trends are certainly evident. Since the mid-1980s, New Zealand has gone from having a highly regulated economy to having one of the world’s least regulated economies (Kitchen & Eagle 2002). The extent of this deregulation has been the most far reaching and rapid of any in the Organisation for Economic Cooperation and Development (OECD, cited in Chetty & Campbell-Hunt 2003). Over the past 20 years, successive governments have asserted a firm belief in free trade. Until 1984, New Zealand, in comparison to other OECD countries, had the highest tariffs on imported manufactured goods. However, the reduction or removal of protectionist tariffs for local manufacturers has led to the closure of such major industries as vehicle assembly while encouraging claims that lower prices and greater consumer choice have resulted from this increased trade liberalisation—including the legalisation of parallel imports from 1998. Another consequence of increased trade liberalisation is that many firms have begun to consider that exporting goods is a much easier option than trying to meet the bottom line in an intensely competitive domestic market (Chetty & Campbell-Hunt 2003). This accelerated move to an internationalization mindset has had a pronounced effect on marketing in New Zealand. Much of the literature on the internationalisation efforts of firms has focused on manufacturing firms, but with services being the most rapidly growing component of international trade, there is a need to determine whether the strategies that New Zealand manufacturing firms use to enter foreign markets also have relevance to service firms (Ekeledo & Sivakumar 2004). So, from a strategic marketing perspective, what do we know about the factors that distinguish successful or better performing New Zealand firms from their less successful or poorer performing counterparts? Is this information helpful in informing us about the future of marketing here? Brooksbank and Taylor (2002) conducted a study in which they explored the extent to which ‘textbook’ strategic marketing is actually practised by New Zealand companies. If we assume that change in the practice of marketing is incremental and somewhat linear then, based on their findings, we can surmise that the future of marketing in New Zealand will involve successful firms continuing to:

- be more oriented towards formal marketing planning
- pay more attention to comprehensive situation analyses—including company, competitor, market, customer and business environment analyses
- have a more proactive rather than reactive orientation towards the future

- use marketing research to a greater extent in formal planning activities
- compete more on customer value than on price
- be more innovative both in terms of product development and business process innovation
- implement marketing control through greater use of various types of marketing information and intelligence-gathering systems in monitoring changes in both the direct (customers and competitors) marketing environment and the external (technological, business and economic) marketing environment.

The Brooksbank and Taylor study hypothesised that better performing firms set themselves more offensive, aggressive objectives as opposed to more defensive positions, but found that there was no significant difference between better, average and under-performing New Zealand firms. All these types of firms tended to set less aggressive goals. This was probably the result of the relatively small size of New Zealand firms, their comparatively smaller resource base and reduced capacity to influence their markets and because many are forced to compete with larger foreign firms. These reasons probably also explain the weak support for the hypothesis that better performing New Zealand firms set longer-term strategic objectives with extended time horizons rather than seeking short-term profits. John Macdonald, formerly marketing director of Heinz Watties, acknowledges that, historically, there has always been tension between adequately balancing short-term and long-term strategic objectives with the former often being driven by price. Cautioning against inferring that emphasising low prices precludes having long-term strategies, in a recent issue of *Marketing Magazine*, he is quoted as saying: *This is not new. Some of New Zealand's biggest retailers such as The Warehouse, Briscoes and Pak 'N' Save have been built on lower prices or 'everyday low prices' propositions. The importance of these large retailers and their ability to move increasingly large amounts of merchandise quickly often appears (to some marketers) as if they are in a short-term cycle.* (Young 2004, p. 40)

In the same issue, former senior account director with Singleton Ogilvy & Mather, Robert Bree, comments that companies are shortening their planning cycles and that, regardless of the industry in which a firm is operating, the pressure that marketers are under to perform is often assessed: *...more often financially rather than [through] enhanced brand KPIs [key performance indicators] such as market penetration or awareness. In New Zealand, there is very little growth in most categories so marketers have to work increasingly smarter and harder to turn in improved profits from year to year. Go into the companies and look at the type of work marketers are doing. Promotions, loyalty schemes, customer incentives and financial analysis now take precedence over spending time in the field with customers and consumers or investing in real customer information and quality brand communications. Disciplined organisations [and by implication, managers] manage these short-term pressures within a broader strategy to grow and strengthen their brand.* (Young 2004, p. 41)

Again, although not statistically significant, even with less aggressive objectives, better performing firms did tend to have a strategic focus on achieving higher volume rather than securing improvements in productivity. The final area that I will discuss in terms of the future of marketing in New Zealand relates to the notion of internal marketing in relation to the marketing concept. We are living in an era where 'the customer is king'. Successful organisations extol the virtues of being customer focused and customer driven and emphasise that their main objective should be to ensure complete customer satisfaction.

This isn't to say that this component of the marketing concept is enjoying far too much attention at the expense of meeting the bottom line or having it be an integrated, company-wide, total effort. But we are also living with the reality that technology is playing an

increasingly influential role in the practice of marketing—with increasing use of the internet and more elaborate market intelligence systems, information management systems and communications systems. In this type of environment, identifying and translating meaningful opportunities into market success means that firms run the risk of treating their internal customers, that is, their employees, as mindless gears in the machine or financial sheet line items (Ahmed & Rafiq 2003). So, in concluding this book, I simply want to highlight the importance of firms not being so focused on the external customer that the internal customer is ignored. I believe that satisfied employees have a tremendous impact on organisational performance. It is my hope that by reading this book (whether as a supplement to any marketing principles text or as a stand-alone series of readings) on what makes New Zealand marketing unique, students will be motivated to look further into this fascinating subject, to take more marketing courses and, ultimately, to have the opportunity to put all of the knowledge gained into practice and become New Zealand marketers.

References

- Ahmed, PK & Rafiq, M 2003, 'Internal Marketing Issues and Challenges', *European Journal of Marketing*, 37, 9, pp. 1177–86.
- Brooksbank, R & Taylor, D 2002, 'The Adoption of Strategic Marketing and its Contribution to the Competitive Success of New Zealand Companies', *Marketing Intelligence & Planning*, 20, 7, pp. 452–61.
- Chetty, S & Campbell-Hunt, C 2003, 'A Strategic Approach to Internationalization: A Traditional Versus a "Born-Global" Approach', *Journal of International Marketing*, 12, 1, pp. 57–81.
- Coviello, NE & Brodie, R J 2001, 'Contemporary Marketing Practices of Consumer and Business-to-Business Firms: How Different are They?', *Journal of Business & Industrial Marketing*, 16, 5, pp. 382–400.
- Coviello, NE, Brodie, R J, Danaher, PJ & Johnston, W J 2002, 'How Firms Relate to Their Markets: An Empirical Examination of Contemporary Marketing Practices', *Journal of Marketing*, 66, 3, pp. 33–46.
- Daniel, E & Wilson, HN 2004, 'Action Research in Turbulent Environments: An Example in e-Commerce Prioritisation', *European Journal of Marketing*, 38, 3/4, pp. 355–77.
- Ekeledo, I & Sivakumar, K 2004, 'International Market Entry Mode Strategies of Manufacturing Firms and Service Firms', *International Marketing Review*, 21, 1, pp. 68–101.
- Hogan, JE, Lemon, KN & Rust, RT 2002, 'Customer Equity Management: Charting New Directions for the Future of Marketing', *Journal of Service Research: JSR*, 5, 1, pp. 4–12.
- Holbrook, MB & Hulbert, JM 2002, 'Elegy on the Death of Marketing', *European Journal of Marketing*, 36, 5/6, pp. 706–32.
- Kitchen, P. J & Eagle, L 2002, 'Towards a Globalized Communications Strategy: Perceptions from New Zealand', *Marketing Intelligence & Planning*, 20, 3, pp. 174–84.
- Laing, A, Lewis, B, Foxall, G & Hogg, G 2002, 'Predicting a Diverse Future: Directions and Issues in the Marketing of Services', *European Journal of Marketing*, 36, 4, pp. 479–94.
- Layton, RA 1998, 'Marketing in the Future: Back to Basics?', *Australasian Marketing Journal*, 6, 1, pp. 30–4.

- Molenaar, C 2002, *The Future of Marketing: Practical Strategies for Marketers in the Post-Internet Age*, Pearson Education, London, UK.
- O'Callaghan, D & Fahy, J 2002, 'Is the Internet Dumbing Down Marketing?', *Irish Marketing Review*, 15, 2, pp. 59–70.
- Schultz, DE & Gronstedt, A 1997, 'Making Marcom an Investment', *Marketing Management*, 6, 3, pp. 40–9.
- Sheth, JN 2002, 'The Future of Relationship Marketing', *The Journal of Services Marketing*, 16, 7, pp. 590–2.
- Sheth, JN & Sisodia, RS 1999, 'Revisiting Marketing's Law-like Generalizations', *Journal of the Academy of Marketing Science*, 27, 1, pp. 71–87.
- Slater, S 2001, 'Market Orientation at the Beginning of the New Millennium', *Managing Service Quality*, 11, 4, pp. 230–2.
- Trim, PR. J 2004, 'The Strategic Corporate Intelligence and Transformational Marketing Model', *Marketing Intelligence & Planning*, 22, 2, pp. 240–56.
- Young, C 2004, 'Marketing in Bifocals', *Marketing Magazine*, 23, 3, pp. 40–1.